Grade: Second

Activity: Locomotion

Objective: The learner will be able to:

L.2.1. Show mature motor development form in basic movements (hop, skip, jump, slide step. leap)

A. Hop - single hop and continuous hop
B. Skip - varying the force production for height or distance.
C. Jump - two feet to two feet for distance.
two feet to one foot forward.
one foot to two feet forward.
D. Slide step
E. Leap

L.2.2. Run for speed and or distance demonstrating mature motor development form.

En Route Learnings	Teach to the Objective	Monitor Learner Progress
2.1A Can the learner show a good hop pattern? Bouncing on one foot varying the amount of of continuous repetitions before changing to the other foot. Bouncing in different directions on one foot. Performing a single hop on one foot for height and for distance using maximum force production.	**Note: First grade material should be reviewed. Those students who are ready should be encouraged to demonstrate mature performance.** Learners of this age should be able to show complete extension, good balance, and total body participation in their hopping patterns. They should also be able to maintain the efficiency of the pattern while varying the size, height, and distance of the hopping. Do not spend too long on hopping at one time. Return to it often.	Does the learner demonstrate when hopping: -complete body extension? -good balance? -total body "giving" (flexion in joints) on landing?

En Route Learnings	Teach to the Objective	Monitor Learner Progress
2.1B **Can the learner vary the force production of the skip.** -Skipping getting the knees up high. -Skipping for maximum distance between steps. -Skipping minimum force.	All learners should be able to skip at this age. If not, work directly with students who cannot. The objective of locomotor experiences at this age is to develop versatility in force production and distance. (getting them to vary the dynamics of the action). Chasing, fleeing and group cooperation games can be used to apply hopping and skipping patterns. Learners of this age can also participate in matching and following activities with a partner. Skipping should also be included in the rhythmic work.	Does the learner demonstrate when skipping: ...getting the knees high? ...versatility in force production?
2.1C **Can the learner use a variety of patterns of elevation?**	Although the jump is usually a two feet to two feet pattern, the word can be used to describible a variety of elevation patterns which do not have specific name. (Example: 2 to 1 ft; 1 to 2ft; 1 to the other foot). It is important to develop all patterns of elevation.	Does the learner demonstrate extension in a two foot take-off before preparation for a two foot landing?
Jump for distance (broad jump) two feet to two feet into and out of small equipment (hoops, carpet squares, etc.)	After the basic pattern is developed have students measure the distance they can achieve, "Can you jump your height?" Have students lay down on the floor and mark the length of their body. Encourage them to try and jump this distance. This application of two foot jump is primarily self-testing for distance and height.	Does the learner demonstrates: 1. preparatory crouch with arm swing back? 2. body lean forward with full arm swing down to full extension above the head? 3. total body flexioin on lnading to absorp force.
Jump from two feet to one foot and one foot to two feet -on the spot -for distance forward -with a still landing -walk, take off on one foot and land on two feet with control.	Develop a two foot to one foot jump pattern with low force levels first and then gradually increase the force level allowing students to continue forward after the landing. The one to two foot jump is commonly called a hurdle and is critical to many sport skills. Encourage jumping for height and not distance. Stress a fully controlled landing.	

En Route Learnings	Teach to the Objective	Monitor Learner Progress
Jump over low hurdles Jump into a hop - straight up. Jump over low hurdles into a hoop from a run.	The application of the one to two foot jump pattern is primarily concerned with negotiating obstacles and attaining maximum height or distance on the jump.	Does the learner convert forward momentum to height smoothly and is the total body involved?
2.1D **Can the learner use a sliding step?** Move from little elevation to maximum elevation. Slide step in different directions. Vary distance between steps.	The slide step pattern is an important part of many sport skills. When the pattern is developed have students add it to their dribbling work. Slide step can be applied to running or chasing games, partner work, or self testing activities.	Does the learner demonstrate: 1. "bouncy" action on the balls of the feet and, 2. rhythmical flowing action?
2.1E **Can the learner leap from one foot to the opposite foot?** Take steps, leap and keep going. For maximum distance Over low objects.	Leaping should be developed to encourage a long flight pattern and full extension in the air. Equipment is invaluable here. Encourage control on landing in conjunction with continuous movement after landing. Leaping can be developed over objects for height or for distance.	Does the learner demonstrate the ability to leap (from one foot to the opposite foot): 1. long flight pattern 2. full extension while in the air. 3. control on landing 4. continuous fluid movement for at least three consecutive leaps.

En Route Learnings	Teach to the Objective	Monitor Learner Progress
2.2 Can the learner demonstrate mature form when running for maximum speed and distance?		
Run 100 feet in a straight direction. Jog once around a track for distance.	Teach directly for good running form and begin to teach concepts related to "pacing" and "racing". Competition with others is not necessary at this stage. Emphasis should be on how to run fast and how to control speed by pacing for longer distance.	Does the learner demonstrate the ability to: 1. increase length of stride? 2. decrease upward movement? 3. use appropriate knee lift with heel at buttock on forward swing? 4. maintain bent elbows while moving in a forward back plane. Does the learner demonstrate the ability to: 1. Set a pace for distance running? 2. Generate explosive power to start a sprint?

Grade/Level: Second

Concept/Activity: **Educational Gymnastics** - Body Management

Objectives: The learner will be able to:

BM.2.1. Roll in a variety of directions from a variety of weight support position with smooth transitions.
BM.2.2. Travel on the feet, get into the air, land, and roll in a continuous action.
BM.2.3. Develop a sequence of rolls and balances on the mat which show;
- A. clear body shapes and extension in balance.
- B. smooth and controlled loss of balance into a rolling action.
- C. use of the momentum from the roll to move into the second balance.
- D. a clear beginning and end to the movement sequence.

BM.2.4 Develop a sequence of balances and rolls on apparatus and small equipment which show:
- A. a clear beginning and end.
- B. clear body shapes and extention in balance.
- C. smooth and controlled loss of balance into a rolling action.
- D. use of the momentum from the roll to move into the second balance.

BM.2.5. Raise the hips up over the hands in a handstand position and come down with the feet softly and without moving the hands (base of support).
BM.2.6. Balance on a variety of body parts showing extention with a clear body shape and held position for at least five seconds.
BM.2.7 Use equipment to partially support his/her body weight in a balance position.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.1 Can the learner roll in a variety of directions from a variety of weight support positions? Take a weight support position using two body parts on the floor and from that position lower into a roll and then into a new position.	Help learners focus on weight transference. The smooth transfer from one base of support to another base of support. Learners should be encouraged to "think through" where they are going from a balanced position. This requires slow work until a sequence of actions have been developed. Encourage learners to choose a starting position and then work through how to roll and where to go from the roll. Then have them repeat the pattern long enough to perfect it.	Does the learner balance on one, two or three body parts, go into a roll from that position and then move into another balance from the roll? Does the learner demonstrate: 1. proper choice of direction of roll? 2. ability to lower the body smoothly into the roll? 3. complete extentions and "still" balances?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.2 Can the learner travel on the feet, get into the air, land and roll in a continuous action? Take a few steps and get into the air and land one foot to two feet. 1. increase speed. 2. increase height. 3. over a low hurdle. Take a few steps, get into the air, land and then roll. Travel, land, roll and do it again without stopping.	To develop a hurdle jump, focus the learner on what is happening with the feet. Start slow and increase the speed and the amount of force produced. The roll should be added only after a controlled landing on two feet is produced. The landing should lower the body directly into the roll with control. Teach for control and continuity of movement.	Does the learner take a few steps, get as high as they can and go into a roll? Does the learner demontrate: 1. a one to two feet weight transfer? 2. continuity between landing and roll? 3. control of force?
2.3 Can the learner combine a sequence of balance - roll - balance on the mats which shows a clear beginning and end and which shows: **-clear body shapes and extention.** -smooth loss of balance into rolling action that moves into a new balance.	Help students to focus on weight tranference, the smooth transfer from one base of support to another base of support. Learners should be encouraged to "think through" where they are going from a balanced position. This requires <u>slow</u> work until a sequence of actions have worked through and transitions are practiced. Encourage learners to choose a starting position and then work through how to roll and where to go from the roll. Then have them repeat the pattern long enough to perfect it.	Does the learner balance on one, two or three parts of their body, go into a roll from that position and go into another balance from the roll? Does the learner demonstrate: 1. sequential choice of direction for the roll? 2. ability to lower the body smoothly into the roll? 3. complete extention and "still" balances?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
-a clear beginning and end to sequence. -the use of momentum from the roll into the second balance.		
2.4 **Can the learner put together a sequence of balance-roll-balance on apparatus and with small equipment?** Sequence shows a clear beginning and end. Clear body shapes and extentions. Controlled loss of balance into a rolling action that moves into a new balance. The use of momentum to arrive in the new balance.	Same considerations as above En Route Learning 2.3.	Does the learner demonstrate a sequence of balance-roll-balance using the apparatus or small equipment? Does the learner demonstrate: 1. complete extentions and "still" balances? 2. logical directional transitions for the roll? 3. the ability to lower the body smoothly in a controlled way into the roll? 4. good sequence characteristics

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.5 **Can the learner raise the hips over the hands in a handstand position and come down softly close to the base of support?** Practice raising the hips up over the hands as high as you can and still come down softly on your feet. -with a turn (push harder off one hand).	If learners have been on their hands through the kindergarten and first grade they should be ready to achieve almost full extension and at least momentary stillness. When learners are ready push for full extension in the entire body through to the toes as well as holding the balance. This push is provided by having them extend as fully as possible in the shoulders and keep the stomach tight and rear tight (squeeze). Introduce them to the idea that the play between the heel of the hand and finger tips helps control balance. If learners can get the feet all the way up - can they return to the feet? Controlled handstands are achieved by encouraging students to slowly come into balance, it is always better to lift too little rather than too much at early stages. Have learners practice pushing off one hand. Distinguish between pushing off and picking up a hand.	Does the learner raise the hips and legs to achieve momentary stillness in a handstand? Does the learner return to the feet softly and safely?
2.6 **Can the learner balance a variety of ways?** Choose a balanced position on three parts of your body. Show how to stretch out of that balance away from the center of your body (all body parts).	Balance work is part of the Kindergarten and First grade program. At this stage learners should be motivated to show quality of work in balances: a. a clear body shape showing extension in the parts that should be extended. b. stillness for a least six seconds. c. use of inverted balances. An inverted balance is when the hips are higher than the head. Try to eliminate body positions that hang between extension and flexion.	Does the learner demonstrate a balance on a variety of body parts and show: 1. a clear body shape with full extention. 2. stillness for at least six seconds. 3. at least one inverted balance.

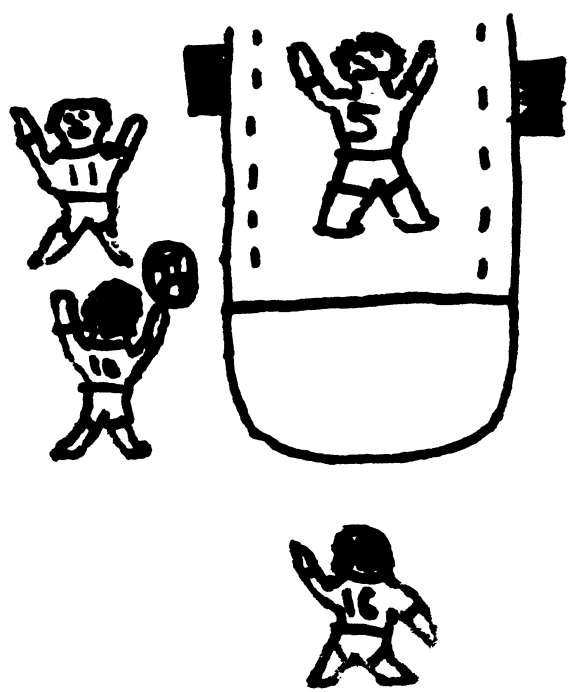
Grade/Level: Second

Concept/Activity: Educational Sport/Object Manipulation - Soccer Dribble

Objectives: The learner will be able to:
G.2.1 Stop the ball with control from a jogging dribble.
G.2.2 Maintain control while dribbling in a complex environment (other dribblers or obstacles).

En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Equipment: Slightly underinflated balls (volleyball or soccer) size - one per learner, obstacles (markers or cones).	
2.1 Can the learner stop the ball with control from a jogging dribble? Dribble the ball with both feet and keep control. Dribble around these obstacles being sure to look at the ball and up at the obstacles. Use a foot to stop the ball from a slow dribble. Dribble the ball at a jogging speed in open space. Dribble the ball at jogging speed and be ready to stop within the count of three when told to do so.	Encourage increase in speed but maintain learner's focus on control. Since all learners will not have the same level of control over the ball, do not allow them to race or work in lines which encourage comparison. Each learner should work up to their jogging speed while dribbling a ball in space with obstacles. Let theme practice looking up at the obstacles and down at the ball. Provide a good model of stopping the ball with control, being sure to identify the process of body actions involved. Have learners working in individual small spaces with a slow dribble. Let them practice the stop. Stop the ball before a count of three. Reinforce the actions necessary and repeat. Gradually adjust the space, the number of players sharing space, and the speed of the dribble to making the environment more complex. Continue to challenge them to stop and control the ball within a count of three.	Does the learner stop the ball from a jogging dribble within a count of three in two of three trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.2 **Can the learner dribble with control in a changing environment?** Control the ball while dribbling in open space with other dribblers. Look up while dribbling to see how to go around the obstacles. Maintain the necessary eye contact with a ball and with other people or obstacles in the environment so that ball control can be maintained.	As the environment becomes more complex (other dribblers, irregular obstacles), the learners may need to slow down for a while. Continuously direct learners to "dribble into open spaces". Have the learners stop the ball then look around to see if they are using all the space available. Continue to have them stop in this fashion and reinforce the concept of moving into open spaces. Sometimes direct them to dribble straight until they approach an obstacle then to turn sharply away at the last minute.	Does the learner control the dribble for ten to fifteen seconds while moving in a complex environment which includes at least three obstacles or persons?



Grade/Level: Second

Concept/Activity: Educational Sport/Object Manipulation - Kicking

Objectives: The learner will be able to:

G.2.3 Use a two or three step approach to kick a stationary ball to a wall target.

G.2.4 Move forward to receive with control (collect) the ball rolled to them, then kick the ball to a target directly forward, a target to their left and to their right.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.3 **Can the learner move to kick a stationary ball with control?** Back up from the ball and take a few steps up to kick it. Keep your eyes on the ball as you step up to the ball, kick it <u>hard</u> toward the wall or target.	Equipment: Lightweight balls (junior soccer size), one per learner spots, floor markers or cones, 5 x 5 targets. Encourage learners to follow through and to kick hard so that they are not merely walking through the ball. Walk with the kicker at first to help maintain proper speed and foot pattern. Model a powerful kick and identify the process of approach, kick, and follow through. Be sure that kickers are contacting the ball with the top of the instep and not the toe as they kick. Foam balls are very appropriate for early practice. Use spots or other markers to help learners determine appropriate distance from the ball to begin approach. Have them place balls on a line, back up to marker, then approach ball and kick to wall. Targets may be smaller for practice. Some targets can be set to direct the kick high and others low.	Does the learner hit a 5x5 target three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.4 **Can the learner move to a ball and control it before kicking it to the target.** Move to a rolling ball and use your foot to stop it. Move to a rolling ball, control it with your foot then kick it directly ahead of you to the target. Move to control a rolling ball then kick it to the target on your left. Move to control a rolling ball then kick it to the target on your right.	Equipment: lightweight balls (junior soccer size), one per learner spots, floor markers or cones, 5 x 5 targets. Model the process of stopping a ball with the foot and practice this skill before adding the kick. If foam balls are used, partners may be able to work together on this skill. Direct learners in using their feet to control a ball by letting them move a ball around their body and around a small space. Working with a partner, they may practice stopping a rolled ball with their foot, then roll it back to their partner. Using foam or underinflated balls, have learners practice against a wall by kicking, then stopping and controlling the returned ball, before kicking again. Be sure learners are controlling the ball before they kick it away. Provide targets to the kicker's left and right and have them work to control direction as well as height and power of the kick. Games like "Cone Kick" allow practice in kicking with control (6-8 children in a circle with a cone standing in the center. Child with the ball kicks, trying to knock down cone. If cone is knocked down, player to the right of kicker stands cone up and takes next kick. If cone not knocked down, the player receiving the ball, controls it with the feet and then kicks at the cone).	Does the learner stop and control the ball, then kick it away and hit targets placed in different directions and areas in three out five trials?

Grade/Level: Second

Concept/Activity: Educational Sport/Object Manipulation - Tossing/Throwing

Objectives: The learner will be able to:

G.2.5. Use underhand tosses to hit a hula hoop approximate size targets, both suspended and on the ground, from a distance of 15 feet.

G.2.6. Accurately toss a medium size (6 - 8 1/2in.) ball to make a receiver move slightly to either side or forward.

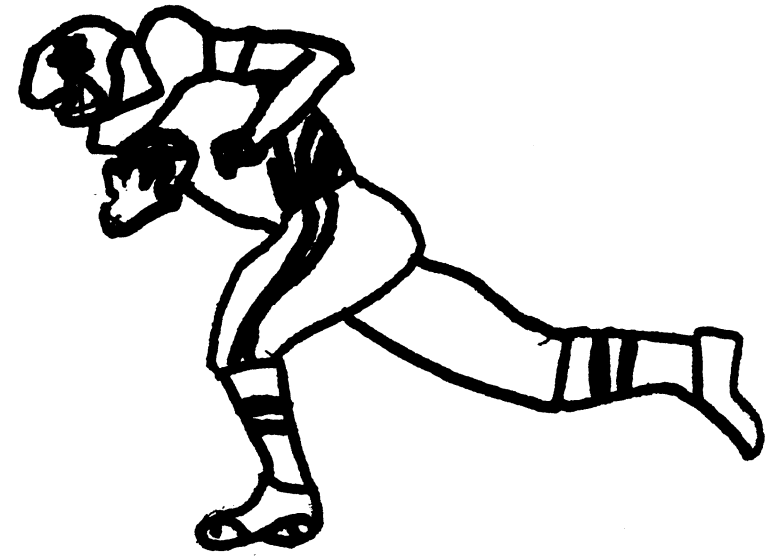
G.2.7. Use an overhand throw to hit a 4 by 4 ft. target on a wall above a 4 ft. line from a distance of 25 ft.

* NOTE: When combining activities using both throwing and catching, continue to maintain focus on only one skill at a time until the learners begin to demonstrate a smoothness and automation in performing the skill.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
EQUIPMENT: Assorted targets (hula hoop size), medium size (6 - 8 1/2in.) ball and small hand size ball per learner. Indoor or outdoor space with wall or fence, floor spots or markers.		
2.5 **Can the learner accurately toss underhand to a target from 15 feet?**	As the distance increases, the learners will need to take more of a backswing and step toward the target to gain necessary power. Provide a model emphasizing the smooth swing (backswing and follow through), hand reaching out in direction of target, and step forward on opposite foot.	Does the learner demonstrate the ability to accurately toss a ball 15 feet to a target 5 times in a row.
Hold the bean bag/ball in one hand and show me how you swing your arm as if you were throwing to a target.	Provide modeling also of the appropriate pathway of the ball/bean bag as the target changes from a hanging one to one on the ground.	Does the learner demonstrate: ...appropriate backswing. ...smooth swing. ...step on opposite foot. ...follow through reaching direction of target.
Start at this line and play "step back"	Start learners at about 8 feet from target. If they hit target then take one "step back", if they miss they take step forward. When they have reached 15 feet and hit target 5 times in a row then they go to new target and start again.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.6 **Can the learner accurately toss a ball to make a receiver move slightly to either side or forward?**	Start with learners close enough that they can toss a a medium size ball accurately to the partner. Use spots or markers so both partners have identified locations. Provide modeling of accurate tosses to partner's hands, emphasizing looking at and aiming at partner's hands. Although you may need to remind learners of pointers on catching, try to emphasize "accurate tosses".	
Toss the ball to your partner so it can be caught without having to move. 1 point of every toss your partner catches without moving from spot. When you both get 5 points then both take 1 step back and repeat game.		
Toss so partner must reach to the side to catch the ball. Toss softly so partner has to step /reach forward to catch.	When leanrers are fairly secure with accurate tosses, then provide modeling of tosses to partner's side. Partner should have to reach, but not leave marker, to catch ball. You may want to control direction of tosses until you are sure learners can throw to either side by allow partner to "freely" throw to make partner reach. Continue to have learner point in the direction they are going to throw. Provide modeling of toss in front of partner and explain how toss must be softer so partner has to reach or step one foot forward to catch.	
Play "Partner Points".	Continue to practice by having partner score a point when the toss was so accurate the receive had to reach to catch but kept one foot on the marker. Every now and again, call out a specific direction for the next throw.	Does the learner demonstrate the ability to accurately toss a ball so a partner must reach to either side or forward to catch five times in a row?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.7 Can the learner use rotation and execute an overhand throw for twenty-five feet? When throwing, be sure to follow through and reach out toward the target. In throwing, say these cues to yourself, "step, throw and follow through. Throw hard as we play "Throw and Go". Throw the ball to the target on the wall from a distance of twenty-five feet.	Frequent cues and opportunities to "throw hard" help learners develop a mature throwing pattern. Learners should step on the opposite foot when encouraged or reminded to do so. Model mature pattern and direct focus on "weight shift back", "elbow up" and "step and follow through". Targets that respond with movement or sound give the learner knowledge about successful task completion. Games like "Throw and Go" (learners all with balls standing on line - on signal throw as far as you can and then run to retrieve any ball but your own - try to be the first back to the line), provide good practice and may be repeated any number of times.	Does the learner succeed in sending the ball twenty-five feet away in five out of eight trials? Does the learner demonstrate flexion or rotation of the following body parts? _____Wrist _____Elbow _____Shoulder _____Hips



Grade/Level: Second

Concept/Activity: Educational Sport/Object Manipulation - Catching

Objectives: The learner will be able to:
G.2.8. Use a scoop to "collect" a tossed ball.
G.2.9. Reach to either side and to the front to catch an accurately tossed ball.

En Route Learnings	Teach To The Objective	Monitor Learner Progress

EQUIPMENT: Medium size ball (6 - 8 1/2 in.) for each child, milk jug or purchased scoop for each set of partners and small ball appropriate to size of scoop, floor markers or spots.

2.8	**Can the learner use a scoop to "collect" or catch a ball?**	Inexpensive scoops can be made from carefully washed plastic milk jugs, or may be purchased. Practice with a scoop allows a learners to begin a sequence of pracatice leading to secure one handed catches. Use floor markers or spots to help partners maintain their distance.	Does the learner demonstrate the following techniques using the scoop? ..."Ready position". ...Eyes on the ball. ...Reach toward the ball. ...Give as the ball is caught.
	Use your scoop to catch the ball your partner throws.	Provide modeling for the learners to identify an alert "ready position", eyes on ball, reach toward the ball, and "give" with the scoops as the ball is caught. Use a slower moving yarn ball for those learners who have trouble. Maintain the focus on catching, but remind tossers of how to make accurate tosses if they have problems. Have the catcher return the ball by tossing or rolling it by hand rather than by using the scoop. You may want to control when the tosser and catcher change roles.	
	Play "5-steps back"	As learners are ready have them play games like "5-step back" (when each partner has successfully caught five in a row, then both partners step one step back.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.9 Can the learner catch a ball tossed to either side and to the front?	Provide modeling for learners of the alert ready position with knees bent, eyes on ball, and hands ready. Define, if necessary the concepts of, "Keep eyes on ball, reach for the ball, and give with the ball".	
Work with your partner to toss the ball back and forth so that it can be caught without having to move.	When learner can toss accurately and catch those tosses with ease, then direct tossers to toss slighty to the side of the catcher. Provide models of good distances to the side and how the catcher stretches or reaches to the ball. Use spots or floor markers to help partners maintain distance and position focus.	
Work with your partner to catch tosses that come to your side so you must reach for them.		
Step forward with one foot and reach to catch a ball tossed softly in front of you.	Provide modeling of reaching forward with both hands, and stretching or stepping forward, to catch a ball tossed in front.	
Play "Partner Points"	Play games like "Partner Points" (partner score one point when catcher was able to catch ball to side or front by reaching and stepping one foot off of marker). To be certain that practice is in all directions, call out the directions for the next toss occasionally.	Does the learners demonstrate the ability to reach and catch to either side and to the front? Look for: ...Ready position. ...Eyes on ball. ...Stepping with nearest foot. ...Fingers close on the ball.

Grade/Level: Second

Concept/Activity: Educational Sport/Object Manipulation - Striking with Body Parts

Objectives: The learner will be able to:

2.3.10 Strike a beach ball continuously three - five hits into the air using a variety of body parts above and below the waist.

2.3.11 Strike a beach ball with the hand in a bounce-strike-bounce pattern against a four-foot wide wall target from a distance of six feet for three consecutive hits.

2.3.12 Hit a beach ball alternately with a partner in a bounce-strike-bounce pattern for three consecutive hits both against a wall and over a low net?

2.3.13 Dribble a ball slowly through space while going around randomly placed obstacles.

2.3.14 Dribble a ball at a slow jog, then step and pass to a target.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.10 **Can the learner strike a beach ball three to five continuous hits into the air using a variety of body parts both above and below the waist?**	If beach balls are not available then lightweight vinyl balls may be used. Playground balls are generally too heavy for striking skills. Challenge the learners to strike the ball into the air with specific body parts called out by the teacher. Practice first with parts above the waist, then focus on parts below the waist.	Does the learner use a variety of body parts above and below the waist to strike a ball into the air for three consecutive hits within five trials?
Hit the ball into the air using the part of the body I call out.	Have them design a sequence which they can demonstrate and teach to a partner. Encourage them to strike the ball while they are jumping in the air. What different body parts can they use while they are supported. Work with a partner to alternate hits to keep the ball in the air.	
Use three different body parts above the waist to strike the ball into the air.		
Use a variety of body parts above the waist to keep the ball in the air.		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use two different body parts below the waist to strike the ball in the air. Design a pattern using three different body parts to strike the ball into the air.	Repeat sequence of practice with body parts below the waist.	
2.11 Can the learner strike a beach ball in a continuous bounce-strike-bounce pattern against a four feet wall target? Bounce a beach ball and strike it to a target on a wall from this far back (gradually move the successful learners bact to six feet.) Use this equipment and design a target that you can work to hit.	Provide a model for the learners which illustrates the proper position of the body in relation to the wall and facing he ball. Challenge the learners to count their successful and consecutive hits against a wall target. Identify those who reach a particular goal then rapidly try it again or move to the next challenge. Provide materials (hoops, tape, cones, rope, etc.) and allow the learners to establish their own targets and boundaries. Help them adjust target and/or boundaries if their design is too simple or too difficult. Let partners work against the wall alternating hits before they work over a net. A hoop may be used to provide a target for a floor bounce between two learners.	Does the learner continuously strike a beach ball in a bounce-strike-bounce pattern against a four feet wall target for fifteen seconds?
2.12A Can the learner hit a beach ball alternately with a partner in a bounce-strike-bounce pattern for three consecutive hits over a low hits? Work with a partner to throw a ball back and forth over a low net.	Same as the above En Route Learning Experiences.	Does the learners work with a partner to alternate hits for three consecutive hits?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
With the partner, work to throw to the wall and have partner catch and return the ball to the wall (keep this alternate pattern going.)	Check to insure the learner strikes from a position with the "off" shoulder facing the target. Body should be perpendicular to the wall or target.	Does the learner strikes from a position with the "off" shoulder toward the target in three of five trials?
Work with a partner to keep a ball going against a wall using alternate hits after a bounce.		
Use this equipment to design a target (floor or wall) that you and a partner will hit as you alternately strike the ball to the wall.	Help the learners make adjustments to their targets if they are too small or too large for a mutally successful challenge.	
2.12B Can the learner hit a beach ball alternately with a partner in a bounce-strike-bounce pattern for three consecutive hits over a low net?	Same as the above En Route Learning Experiences.	Does the learner work with a partner to alternate hits for three consecutive hits?
Work with a partnerto throw a ball back and forth over a low net.		
Let the ball bounce and strike it back over the net to a partner.		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Let the ball bounce and strike it back over the net to a partner.		
	EQUIPMENT: Lightweight ball (volleyball or soccer size,) obstacles (cones).	
2.13 Can the learner control the ball while moving at a slow speed without looking at it? Dribble the ball in own space and try to look up at me and not lose control of the ball. Try dribbling with your other hand. Begin to move around while you dribble the ball and try to look away from the ball without losing control. Dribble your ball toward a cone, look up quickly to see how to go around it then continue dribbling around to the next one.	Be sure that learners have opportunities to parctice dribbling with either hand and challenge them to change hands as they dribble in their space. Use a drum or similar signal and have them change hands each time they hear the signal., Let them work with a partner to provide practice in looking up whill dribbling. Their first obstacle may be a partner but don't limit their practice in this way for long. The obstacles should be placed in random fashion since it is more difficult to control the ball in a set pattern. Be sure to direct them in ways that will cause them to go around the obstacles from both left right. Speed should not be emphasized at this point.	Does the learner successfully dribble around two randomly placed obstacles in two out of three trials? Does the learner while dribbling around obstacles show control by ...contacting the ball with fingers? ...looking briefly away from the ball?>

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.14 Can the learner dribble the ball while moving at a slow jog, then stop and aim it to a target placed low on the wall?	As the learners gain control at a walk, let them pick up speed and move into a slow jog, but continue to not stress speed. Practice dribbling with either hand; in different directions; and stopping and holding the ball on a signal. (Targets of fairly large size should be placed on the wall slightly above head height. Allow learners to practice "shooting".)	Does the learner dribble at a slow jog a distance of twenty feet to a line, stop with control and successfully hit at a target in three out of five trials?
Begin to dribble slowly through general space.		
Gradually move into a slow jog and maintain control of the ball.		
Practice stopping from a jog and hold the ball without losing your balance.		
Practice shooting (two hand "push" shot) the ball at the target on the wall.	Model a "two-hand" push pass or "shot" and allow the learners opportunities to practice from a stationary position. Foam or underinflated balls will work well for this practice. Have partners who can retreive balls for one another work together in order to maintain order.	
See if you can dribble the ball from your starting point to the line then stop and aim the ball to the target.		

Grade/Level: Second

Concept/Activity: **Object Manipulation/Striking With Implements.**

Objectives: The learner will be able to:

G.2.15 Strike a light weight or foam ball three consecutive times into the air slightly above head level using a short handle racket or paddle.

G.2.16 Use a small paddle to strike a light weight or foam ball both against a wall and into the air with a bounce-strike-bounce pattern.

G.2.17 Use a plastic bat to strike an accurately tossed medium size (7-8 in) ball.

G.2.18 Use plastic hockey stick (if available) to dribble a ball slowly in a controlled fashion, manuevering to drive forcefully to a wall target, collect ball on rebound and repeat.

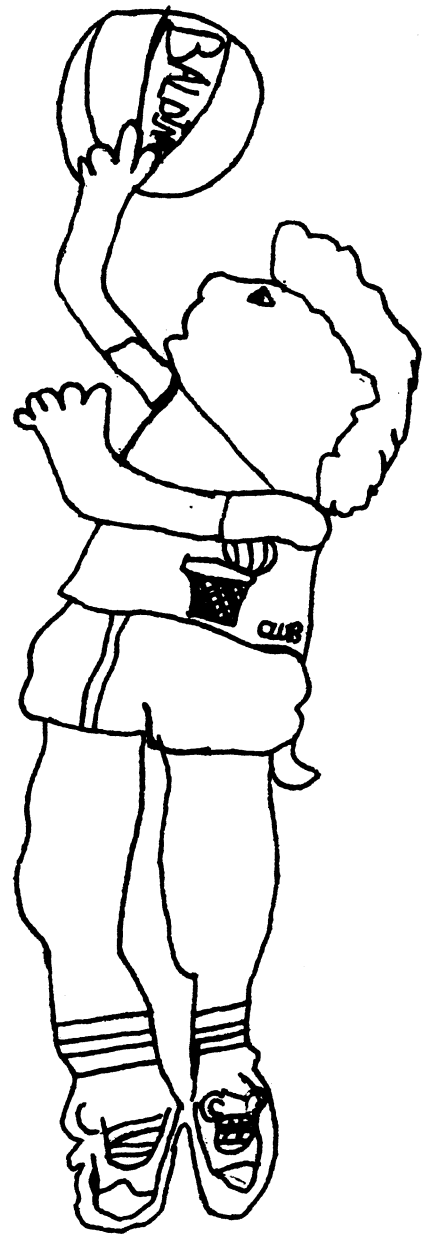
En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Equipment: Foam or lightweight ball and short handle paddle one per learner.	
2.15 **Can the learner hit a ball into the air with a lightweight paddle?**	Give learners opportunities to become familiar with implements by such activities as: "Balance a yard ball on the coat-hanger racket and walk around the room. Keep the ball balanced as you begin to run (jump, skip, hop)." "Toss your balloon into the air with your racket then try to hit it up again as it comes down. See is you can do this three times without missing.	Does the learner hit the ball into the air three times?
Use the hand to hit the ball into the air three times in a row.		
Hit the ball into the air only over the head.		
Watch the ball as it goes up and comes down.		
Use the paddle to hit the ball into the air slightly above the head.		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.16 Can the learner use a paddle to strike the ball in a bounce-strike-bounce pattern both into the air and against the wall? Hit the ball with your hand into the air (against the wall) using a strike/bounce/strike pattern Use paddle to strike the ball into the air then let it bounce and then hit it into the air again. Use the same pattern against the wall.	Equipment: Appropriate paddle and ball per learner. See Teaching Considerations Second Grade Striking with Body Parts. Various targets can be used to keep the learners focused on a direction for hitting with control against a wall. Learners may have difficulty holding a ball in one hand and a paddle in another. They need opportunities to practice and models to follow.	Does the learner repeat the bounce-strike-bounce pattern against the wall and into the air at least two times consecutively?
2.17 Can the learner strike an accurately tossed medium size (7-8) ball with a plastic bat? Execute proper stance and swing pattern with the bat. Watch the ball as it is tossed, then swing through it with the bat.	Equipment: Plastic bat and medium ball per child. See Teaching Considerations First Grade. Three or four classmates located beyond the hitting distance and behind the target area can practice catching skills as they retrieve balls rolling to them. Since the throw must be quite accurate at this time, each batter must have a thrower who can be consistently accurate.	Does the learner hit an accurately tossed ball three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use markers to guide the feet. Use proper stance and swing to hit the ball Try to hit the ball to the wall/fence/ line (close enough for success but yet to give point of aim.)		
	Equipment: Short hockey sticks and bean bags, balls, one per learner.	
2.18 **Can the learner use a plastic hockey stick to dribble a ball, drive it to a wall target, then collect it on rebound and repeat the pattern?** Control the ball as you move it around the body with the plastic hockey stick. Dribble a ball with control using a plastic hockey stick.	In addition to the information found in Teaching Considerations Kindergarten, the teacher should consider the following points about this skill. If possible, shortened plastic hockey sticks, and slightly underinflated or foam balls should be used for this skill. Practice gaining control with such activities as: "Move the ball/bean bag around your space with the hockey stick." "Begin to move it a little faster and stop it with control when I tell you." "Stand on this line and hit your ball to the wall. Do not let your hockey stick come above the waist as you swing back or forward." "As the ball comes back from the wall, use your hockey stick to control it, then dribble it around again." Have learners practice beginning activities such as: dribble around obstacles, drive to targets, hit the ball to each other, etc.	Does the learner dribble, then drive from the line and collect the ball on the rebound five out eight trials?

Use the plastic hockey stick to drive a ball to a wall target.

Drive a ball to the wall and regain control of it as it rebounds?



Grade Level: Second

Concept/Activity: Educational Dance and Rhythms (Awareness of Space-Shape)

Objectives: The learner will be able to:

D.2.1. Demonstrate body actions of bending, stretching, curling, twisting and other non-locomotor patterns to imposed and non-imposed rhythms. (Awareness of Space - Shape)

D.2.2. Utilize locomotor and non-locomotor movements in personal and general space to express feelings, moods, and/or emotions. (Phenomena - Personal)

D.2.3. Combine rising and sinking actions while staying in one spot and while moving through space. (Body Awareness)

D.2.4. Demonstrate an awareness of even and uneven rhythmical patterns in personal and general space. (Awareness of Weight and Time)

D.2.5. Demonstrate skill in combining skipping steps with simple patterns of partner and group interaction while performing folk dances in circular formation. (Awareness of Space - Level)

D.2.6. Demonstrate skill in combining sliding, jumping, hopping, or running steps while performing folk dances in a circular formation.

En Route	Teach To The Objective	Monitor Learner Progress
2.1 Can the learner perform "body actions" to imposed and non-imposed rhythms?		
Choose one body part to: -bend -stretch -curl -twist	Define the body action terms by giving examples - stretch is straight and tight like a rubber band. Focus on quality - get good lines (straight, curved), angles.	Does the learner demonstrate the ability to execute the basic body actions: bend, stretch, curl, and twist?
Choose other body parts. Use body actions to move -two body parts at same time -three body parts	Arms and legs are most obvious body parts for learners to use. Focus on elbow, shoulder, knee, hip, ankle, wrist, head. Have learners:: - Move body parts on same side and the opposite side. - Use body parts, total body actions.	Does the learner demonstrate the ability to move two body parts at the same time? ...three body parts at the same time?

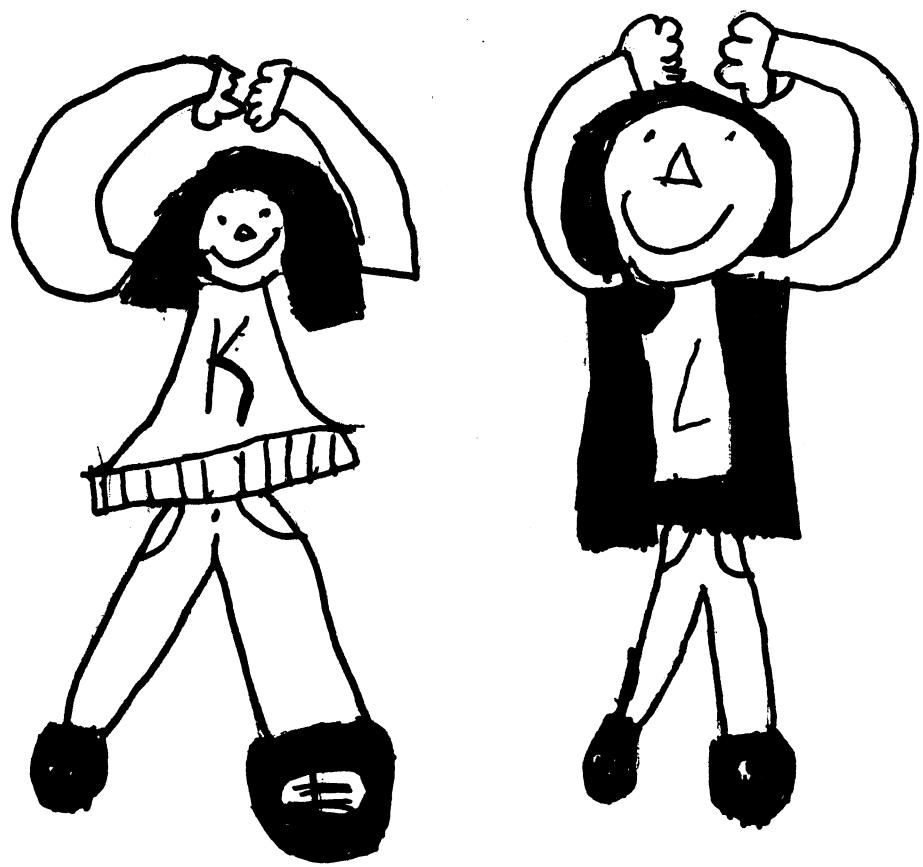
Grade Level: Second

Concept/Activity: Educational Dance and Rhythms (Phenomena - Personal)

Objective 2: The learner will be able to utilize locomotor and non-locomotor movements in personal and general space to express feelings, moods, and/or emotions.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.2 **Can the learner, through movement, express feelings, moods, and/or emotions?**		
Choose a feeling, mood, emotion, word and express it with a shape. (Fear, silliness, anger, sadness, desire, scared, happy, etc.)	Explore one feeling at a time - throughly. Get to the movement qualities of a particular feeling (anger- direct, sudden, explosive, vengeful, etc.). Use learner's word experiences to create a story surrounding the feeling.	Does the learner's shape convey the true expression of the chosen feeling effectively in three out of five situations?
- Define the word. What might make you have that feeling? - Choose other shapes to express that feeling.	Get variety in shapes and movements. Don't settle for one response.	Does the learner involve the whole body?
- Change levels, focus.	Learners must be able to focus (especially eyes) and concentrate. Everything in their body must say, "I am afraid, angry, etc."	Does the learner's eyes and the rest of the body have focus-concentration in three out of five situations?
Show that same feeling with total body movement. Do as many moves as you can to show that feeling.	Put together a short series of learner's best or chosen shapes and movements to best express one feeling. In only a very short time, express all of the feeling. Short musical pieces from Silver Burdett - Music Today.	Does the learner use a variety of responses (at least five)?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Combine shapes and movements into a movement sentence expression one particular feeling. Do a sequence with other feelings, moods, emotions - one at a time.	Hartcourt, Brace, and Javanovich, Self Expression and Conduct; or RCA Victor, Adventures in Music may be used to enhance the atmosphere.	Does the learner demonstrate smooth transition from shapes to movements in three out of five situations?
	Only combine feelings after particular ones are explored separately first.	Does the learner demonstrate a transition from one feeling to another clearly and distinctly?
Combine moods, feelings, and emotions into movement sequences.		Does the learner's movement convey similarities/differences in each feeling in three out of five situations?
-Use two feelings, sad, silly, angry, happy.		
-Use three feelings. fear, desire, (want), surprise.		



Grade Level: Second

Concept/Activity: Educational Dance and Rhythms (Body Awareness)

Objective 3: The learner will be able to combine rising and sinking actions while staying in one spot while moving through space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.3A Can the learner use rising actions while in one spot and while moving through space?		
While in one spot, move one body part up - make it rise. Think of other action words like lift and suspend. Make other body parts rise at the same time. Make them rise fast, slow direct, indirect, light and heavy.	Make sure learners focus on a variety of body parts. Add time, space, force as secondary focuses to get unique responses. Use extra action words for rise to get idea of quality across. Use a percussive instrument to cue rising actions at first, then go to self paced learner work.	Does the learner use or lead with at least three different body parts to perform rising actions while on the spot and while on the move?
	Make your rising actions different from everyone elses.	Does the learner's rising actions express qualities of: time - fast/slow? force - heavy/light? space - direct/indirect?
Move somewhere while making your body rise to a higher level. Experiement with several ways to rise. Lift while traveling in space.	Traveling while rising should be only momentary. Use a percussive instrument at first to signal stop/start of movement.	
Make your rising actions different from everyone elses.	Encourage variety of responses.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.3B Can the learner use sinking actions while in one spot and while moving through space?		
Try several ways to make body parts sink while in one spot. Think of other words - drop, collapse, fall, dip and lower.	Use a percussive instrument to cue actions before going to self pacing. Look for a variety of responses. Look for quality of sinking action. Use other action words to further sinking actions.	Does the learner use a lead with at least three different body parts to perform sinking actions while on the spot and while on the move?
Move somewhere while sinking or getting lower. Try several different ways.		Does the learner's sinking actions express qualities of: Time - Fast/Slow? Force - Heavy/Light? Space - Direct/Indirect?
Make you sinking actions different from everyone elses.		
2.3C Can the learner combine rising and sinking actions while on the spot and while traveling?		
Combine rising and sinking movements while on the spot and While traveling. Work by yourself.	Specify sequence at first - rise on spot, sink while traveling, rise while traveling, sink on spot. Then allow learners to make up own responses. Look for variety of action words used to express rising and sinking.	Does the learner's sequence have a beginning, middle, and end with good transitions?
Works with a partner. Do rising and sinking actions together/ in opposition.	Are changes of rising, sinking, getting higher and lower, and use of subthemes - of time, force, space, evident in sequence?	Are movements with a partner in unison/contrast?

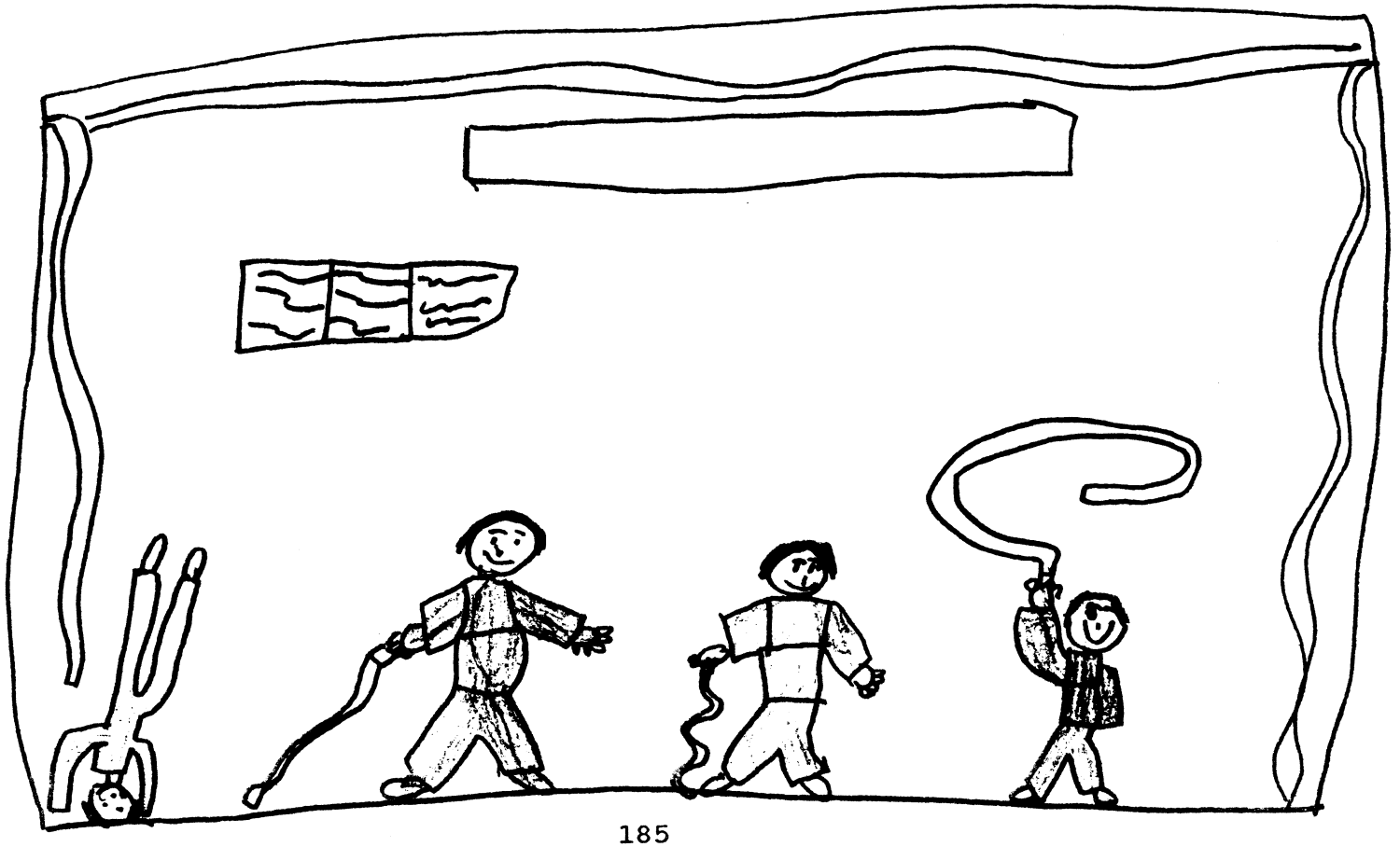
Grade Level: Second

Concept/Activity: Educational Dance and Rhythms (Awareness of Weight and Time)

Objective 4: The learner will be able to demonstrate an awareness of even and uneven rhythmical patterns in personal and general space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.4 Can the learner demonstrate an awareness of even and uneven rhythmical patterns in personal and general space?		
Choose a minimum of three different body parts and move them to the beat of an even rhythm. Choose a minimum of three different body parts and move them to the beat of an uneven rhythm. Choose two different locomotor movements and perform them to even rhythm.	Compare to regular heart beat, smooth motor running constant water drip, etc. Use a percussive instrument or music to cue even and uneven rhythms with learners. Later, learners can move to internal rhythm at even and uneven pace. Compare to long-short sounds or irregular sounds - pictures of art work or musical notes often help learners get the idea. Aimless movement is not permitted. Learners must be making a clear attempt to move to the established beat.	Does the learner perform actions at an even rhythm in three out of five situations? Does the learner vary speed and body parts used while maintaining even rhythm? Does the learner perform actions at an uneven rhythm in three out of five situations? Does the learner vary the speed and body parts used while maintaining uneven rhythm?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Choose two different locomotor movements and perform them to an uneven rhythm.		Can the learner vary direction, pathway, etc. while maintaining rhythm?
Develop a movement sequence which combines and contrasts actions in personal and general space to even and uneven rhythms.	After learners have learned to use familiar locomotor movements to even and uneven rhythms they can transfer concepts to other movements in general space. Limit actions to short sequences with an emphasis on contrasting rhythmical patterns.	Does the learner demonstrate changes from even to uneven rhythms clearly in three out of five situations? Does the sequence contain movements in both general and personal space?



Grade Level: Second

Concept/Activity: Folk Dance

Objectives: The learner will be able to:

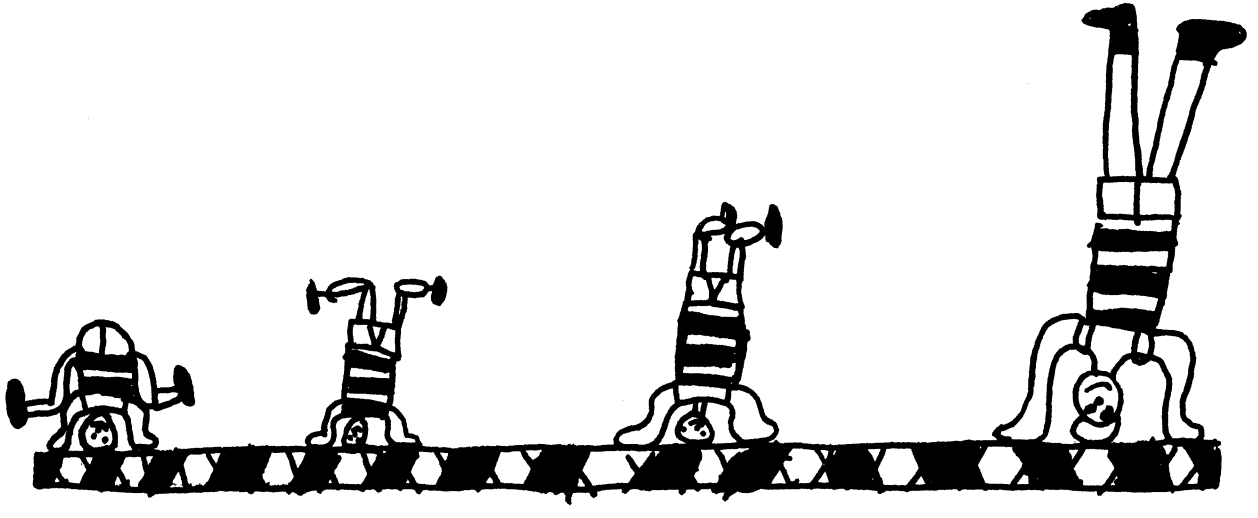
D.2.5. Demonstrate skill in combining skipping steps with simple patterns of partner and group interaction while performing folk dances in circular formation.

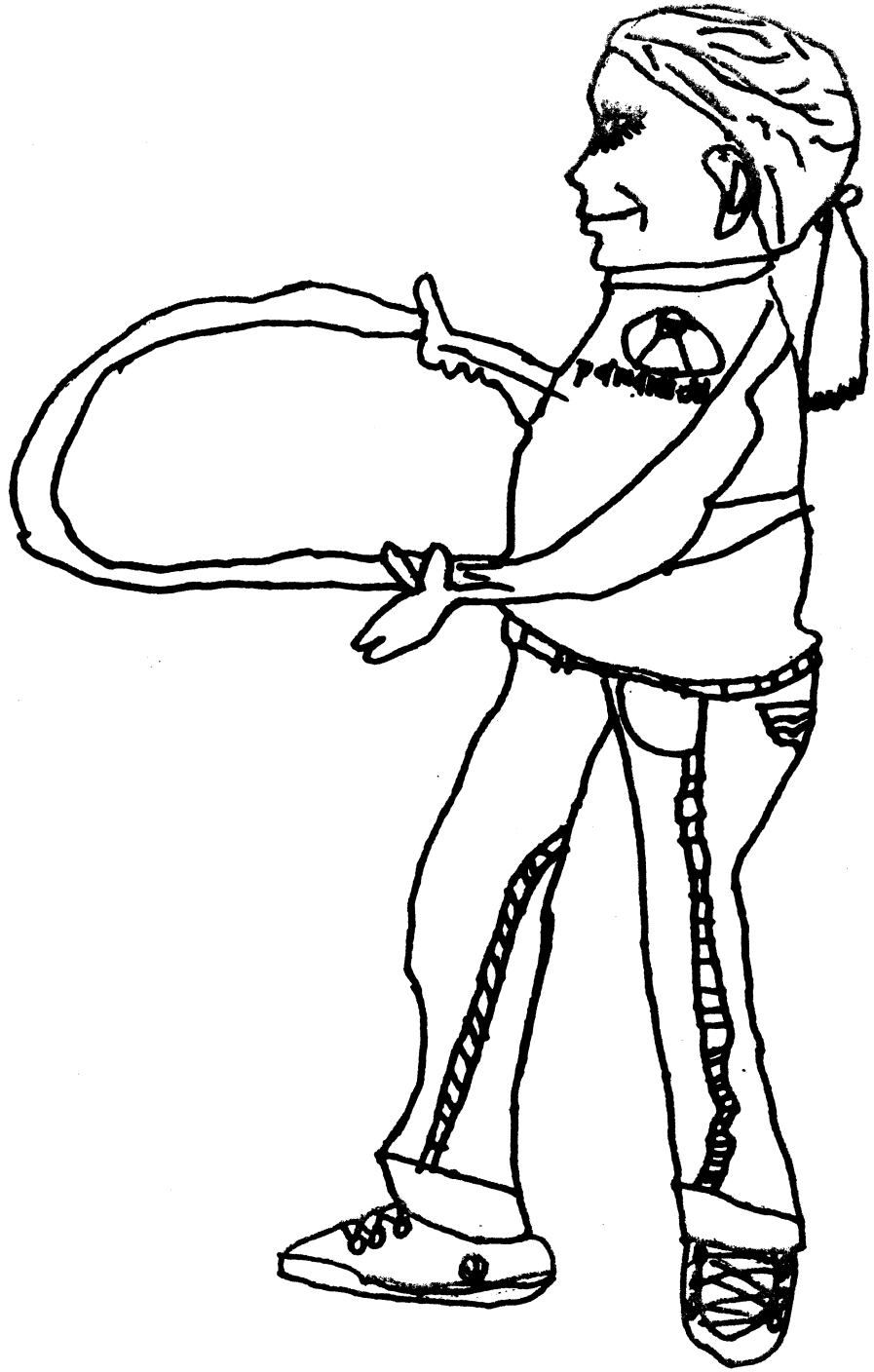
D.2.6. Demonstrate skill in combining sliding, jumping, hopping, or running steps while performing folk dances in a circular formation.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
2.5 **Can the learner combine skipping patterns of folk dances in circular formation?**	Similar considerations to the previous objective/en route learnings in First grade Folk Dance. Select your own simple folk dance. Be sure it is designed for learners of the grade level. The dance should focus on skipping steps. Some examples are listed below in this objective.	
Get a partner, move into a circle in one minute.	Boy-girl partners unimportant. If available, use circle lines of floor to assume formation.	
Walk and skip to my cues (no music).	Without music, teach parts of specific chosen dance. Part A, Part B, put Parts A and B together; then teach Part C and add to Parts A and B. Give vocal for each step (walk 2, 3, 4) Do the dance with the learners. If skip is too advanced, use a walk.	Does the learner perform the dance step correctly without music three out of four trials?
Clap, snap, walk and skip to beat of the music. Listen to music. Walk/skip to the beat of the music in clockwise and/counterclockwise directions.	Help learners adjust to rhythm of music. Clap, snap, walk and skip to music in clockwise and counterclockwise directions.	Does the learner stay in step with the music three out of four trials?

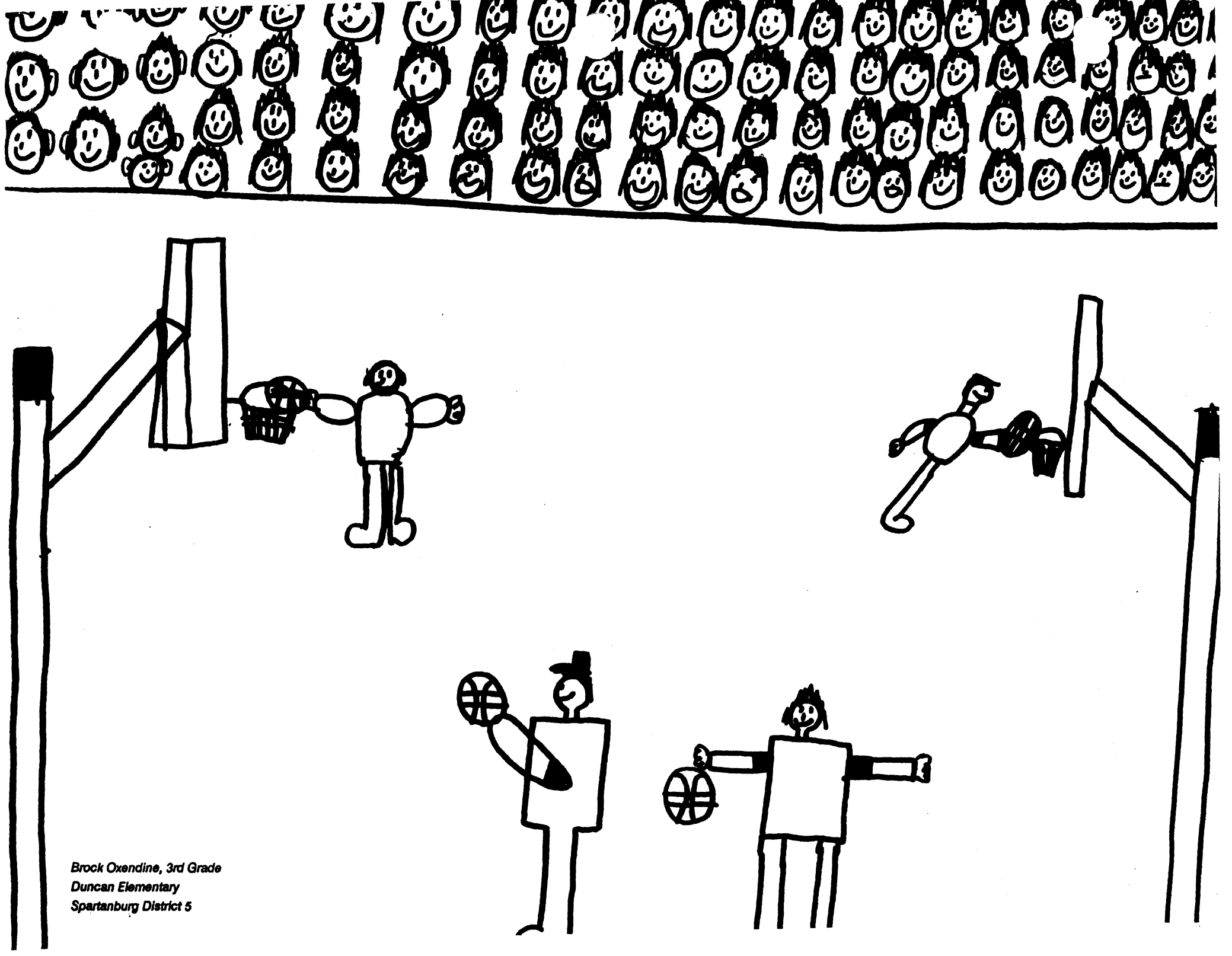
En Route Learnings	Teach To The Objective	Monitor Learner Progress
Perform the dance to music.	Gradually withdraw vocal cues as students learn the sequence and can perform to music only. Perform selected dance to music: Did You Ever See a Lassie — Chimes of Dunkirk Go Round and Round the Village — Mulberry Bush Oats, Peas, Beans and Barley — Shoo Fly Rig a Jig Jig	Does the learner demonstrate the ability to repeat the dance sequence correctly four out of of five trials?
2.6 Can the learner combine sliding, jumping, hopping, and/or running steps to a folk dance?	Similar considerations to the previous objectives and en route learnings and this grade level. Select a dance. which focuses on sliding, jumping, hopping, or running. Some examples are listed within this objective.	
Get a partner, move into a circle in one minute.	Boy-girl partners may be chosen - but not mandatory. If available, use circle lines on floor to assume formation.	
Perform "steps" to cues (no music).	Give vocal cues for each step (slide 2, 3, 4, Hop 2, 3, 4). Without music teach parts of specific chosen dance. Teach Part A, Part B, put Parts A and B together; Teach Part C and add to Parts A and B. Do the dance with learners. If step is too difficult, use an easier locomotor movement like walk or run.	Does the learner perform the dance steps correctly without music in three out of four trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Clap, snap, slide, jump, hop and run to the beat of the music. Listen to music, slide, jump, hop and/or run to the beat of the music in clockwise and counterclockwise directions.	Help learners adjust to rhythm of music. Listen, clap, slide, jump, hop, run to the beat of the music in appropriate formation. Gradually withddraw vocal cues as students learn sequence and can perform to music only.	Does the learner stay in step with the music three out of four trials? Does the learner demonstrate the ability to repeat the dance sequence correctly four out of five trials?
Perform the dance to music.	Perform selected dances to music. Carousel Children's Polka Cshebogar Dance of Greeting Jump Jim Jo Rig a Jig Jig Kinder Polka	





Jeremy Putnam, 3rd Grade
Grove Elementary
Greenville School District



Brock Oxendine, 3rd Grade
Duncan Elementary
Spartanburg District 5

Grade/Level: Third

Concept/Activity: Educational Gymnastics - Body Management

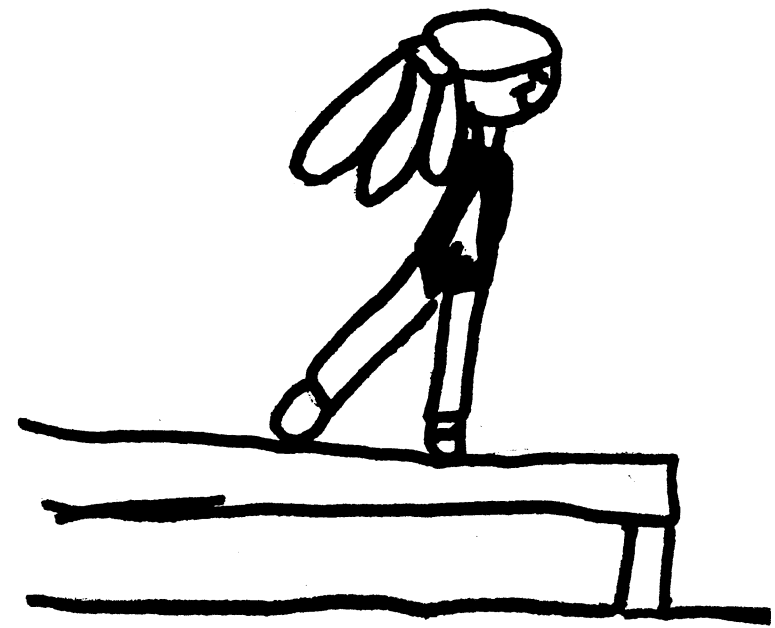
Objectives: The learner will be able to:

BM.3.1. Lower the body onto a variety of body parts from a traveling action on the feet into a smooth roll.
BM.3.2. Raise the hips higher than the head using a vaulting action over a piece of equipment a minimum of one foot off the ground and land in a controlled fashion on the feet.
BM.3.3. Show complete extention of free body parts in a variety of balances on different parts of the body.
BM.3.4. Combine balance actions and rolling actions both on the floor and on the equipment while maintaining an awareness of body shape and smooth flow through out a movement sequence.
BM.3.5. In one continuous action move onto and off of a low piece of equipment with control.
BM.3.6. Match a sequence of traveling actions on the floor and on the equipment with those of a partner.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.1 **Can the learner lower into a roll on a variety of body parts?**	Start slowly and encourage curling the body into the roll to obtain smoothness. The word "lower" or place the body on the mat over the body part should be used. No "hitting the mat" with a part should be allowed to any degree.	Does the learner lower onto at least three different body parts and roll over the parts in a controlled roll to the feet?

Put your hand down on the mat. Lower yourself over the shoulder of that hand into a smooth roll.

Take a few steps (slowly) and lower yourself onto other parts of your body into a smooth roll.
1. different directions.
2. increase speed.
3. feet to feet.

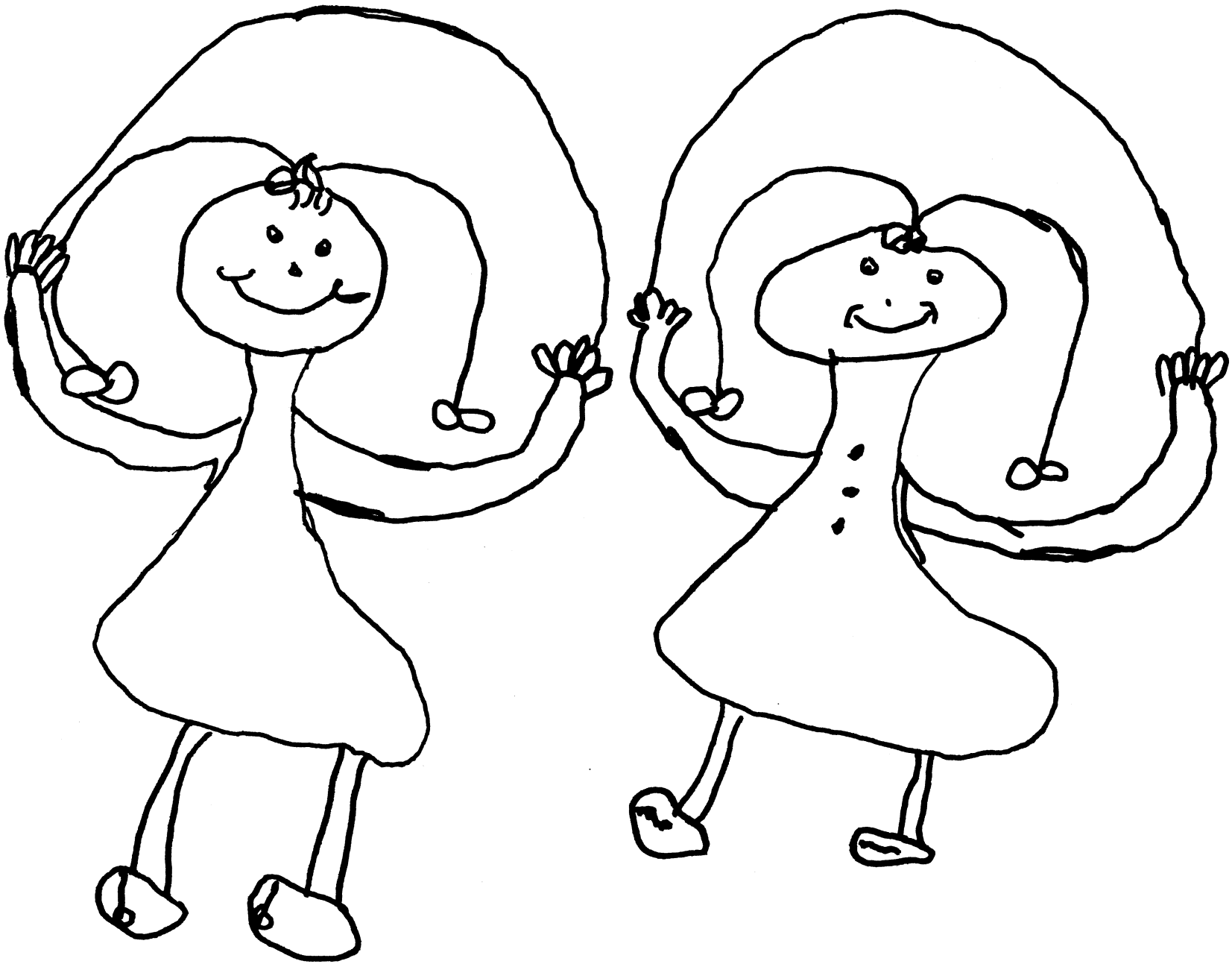


En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.2 **Can the learner vault over a low piece of equipment?** Use your hands to bring your hips up over a piece of equipment (benches, low boxes, etc.) and land softly in control on your feet.	Floor work taking weight on hands and in and out of hoops, etc. will help here as prerequisites. Initially encourage learner's to tuck legs in to get hips up. Advanced students can extend their legs.	Does the learner get the hips higher than the head in a controlled vaulting action over a low piece of equipment (feet to hands to feet)? Look for a take off lifting action of the hips in two of three trials.
3.3 **Can the learner balance with complete extension on a variety of body parts?** Choose a balance with body parts close together. Try difficult balances.	Students have been balancing on a variety of body parts. This objective stresses complete extension of free body parts not being used for weight support that are supposed to be extended and clear intentional positioning (not just hanging) of other parts. Encourage different combinations of head, hands and feet.	Does the learner show three different balanced and extended body positions in stillness on a variety of body parts for a minimum of six seconds?
3.4A **Can the learner combine balance actions with rolling actions maintaining an awareness of body shape and smooth flow of movement?**	Give learners a specific example to work with by having them go from a balance using two hands and one foot into a forward or shoulder roll. Have them practice this until the idea of clarity of body shape and smooth transition into a roll is clear and a part of their performance. Then encourage them to try different balances (sometimes it makes sense to roll backwards or in another direction other than forward). Awareness of body shape means that the learner does not lose the shape of the movement during the movement, nor, do they ever have a transition between movements where the shape is not clear	Does the learner combine a balance, roll and balance on and off of equipment showing: 1. still balance. 2. clear body shape. 3. smooth transition into and out of roll.

En Route Learnings		Teach To The Objective	Monitor Learner Progress
	Balance and roll. Roll and balance. Roll-Balance-Roll.	Weight can be fully or partially supported on low boxes, beams or benches.	
3.4B	**Can the learner while working on equipment, combine balance actions with rolling actions maintaining an awareness of body shape and smooth flow of movement?**	All of this work should encourage stillness/clarity of shape and smooth rolls. Give learners time to repeat and practice their choices until quality is achieved. Benches, boxes and beams with mats around them or large equipment that makes possible a balance and roll on top is suitable.	Does the learner demonstrate continuity and balance and rolling actions in two of three trials when working with equipment?
3.5	**Can the learner move onto and off of a low piece of equipment in one continuous action?** Explore jumping onto low pieces of equipment using the feet. Include two foot take offs and one foot take offs to a two landing on top of equipment. Move off of equipment immediately after landing One foot onto equipment one foot off. One foot onto equipment two feet off.	Use a variety of pieces of equipment (low beams, boxes and benches). Encourage production of force in take off. If necessary go back to just floor work to practice take-offs that get maximum force production. Stress quick explosive movement off the equipment. Cue them to push with the hands or body part which is on the equipment surface. When learners jump off equipment, seek both height off equipment and control of the landing on the feet.	Does the learner produce maximum force jumping onto and off of equipment combined in one smooth action--landing on the feet in good control?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.6A Can the learner match a sequence of traveling actions with those of a partner?	Review sequence work as: 1. a clear start and stop. 2. smooth transitions. 3. repeatable. Encourage interesting changes of level, direction, body parts used and/or speeds.	Do learners work together to match their movements with those of a partner in a repeatable sequence of at least three traveling actions?
Design an interesting sequence of three traveling actions on different parts of your body.	Students of this age should be developing a willingness to polish performance and remember cognitively what they have done. Students learn what good performance is through repetition and feedback on the performance.	Can they maintain a focus of clarity and extension and smooth transitions between movements?
Practice the sequence until you can repeat it over and over again in a smooth way the same way each time.		
Find a partner and teach the sequence to your partner. Work together until you can both do it together at the same time in the same way.	Talk about adjustments partners have to make for each other in terms of force production and timing. Reinforce these qualities.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.6B **Can the learner match a sequence of traveling actions on the equipment with those of a partner.**	Considerations for these learning experiences are similar to the above. The learners might gradually add equipment to the above sequence or start with a new sequence. Monitor the learners for safe usage of equipment and equipment arrangement.	Do the learners work together to match a sequence of traveling actions?
Design a sequence using a variety of equipment arrangements. Teach the sequence to your partner. Practice until you can both do it together at the same time in the same way.	Encourage students to create a sequence that is interesting and at their partner's level of ability. If students have difficulty the teacher can design a sample sequence as an example.	Do the learners perform the sequences at the same time in the same way with clarity, extention and smooth transistions?



Latonya Agnew, 2nd Grade
Alexander Elementary
Greenville Sr ' District

Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Tossing/Throwing

Objectives: The learner will be able to:

G.3.1. Accurately toss a bean bag/small ball to a moving receiver located eight - ten feet away and moving within a small area.

G.3.2. Use both an overhand and underhand tosses to hit a four by four target on a wall from a distance of twenty feet.

G.3.3. Use an overhand throw to hit an area on a wall above a four foot line from a distance of thirty feet.

G.3.4. Use an overhand toss and pass an accurate or "catchable ball" to a stationary receiver from a distance of twenty feet.

En Route Learnings	**Teach To The Objective**	**Monitor Learner Progress**
EQUIPMENT: Variety of ball sizes (small to medium) for each learner, spots or floor markers, assorted targets (hula hoops, tape on wall, etc.).		
3.1 Can the learner toss accurately to a close receiver moving in a defined area? Toss the ball (underhand and overhand tosses) to the partner so it can be caught without having to move (mark distances up to ten feet. Toss so that the partner (ten feet away) has to reach, but not move feet, to catch the ball. Toss in different directions each time so partner reaches in all directions.	Establish practice settings for tossing between stationary partners eight to ten feet apart. Toss the ball so partner can stretch to catch it - to either side, or over the head. Review with learners how to toss "in front of" a moving receiver by modeling the process. Have all receivers move on teacher command in a set direction for practice. Use tape or other markers to indicate a small area (six by six) for receiver free movement. Tossers may need a base marker from which to throw so they will not move. Use both underhand and overhand tosses. Receivers should be challenged to move to all sections of the area to catch (up, back, left and right).	Does the learner demonstrate the ability to throw to a moving receiver eight feet away with accuracy in three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Toss so the partner can catch the ball within three or four steps. Toss to a partner who is moving around in a small area eight to ten feet away?	Tossers should be challenged to use their tosses to move their partners into all sections of their area.	
3.2 **Can the learner accurately use both overhand and underhand throwing patterns?** Throw to the wall using an overhand throw. Use an underhand throw to hit the wall target. With underhand/ overhand throws, hit a 4 x 4 target from twenty feet.	Have a variety of medium size balls available for side arm and underhand practice. Define and model both forms of throwing and allow the learner to practice arm swing and step without a ball at first. Practice with a partner and with assorted targets at different distances. Use target placement and verbal cues to encourage learners to throw at different levels. "See if you can hit the target with an underhand throw, a and with an overhand throw. Play games of "Follow the Leader" where everyone throws with the pattern modeled by the leader, or "Change" where learners may not return the ball to their partner in the same pattern in which it was thrown to them. Learners may design their own targets. Challenge courses may be designed requiring use of specific throwing pattern at each target.	Does the learner use both underhand and overhand throws to hit the target four out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.3 Can the learner use an overhand pattern to throw a distance of thirty-five feet? Throw from (varying distances up to thirty feet and hit the wall above the line (four feet high) In throwing, turn the upper body and step forward on the non-ball foot. "Snowball throw" or "Throw and go" throw the ball as hard as you can.	Many opportunities for "throwing hard" should be provided for learners. Reminders to "take the ball back behind the head, step, throw, and follow through" should be given. Provide modeling and focus on taking the ball back with weight shift to back foot and an "opening up" as the upper body rotates, a release at a 45 degrees with a snap of the wrist to add power, and a follow through as opposite foot steps toward the target. Games like "Snowball Throw" may be used to practice hard throwing (Two groups on opposite side of net or rope, each student with a ball or bean bag. On the signal, everyone throws their ball over to the other side and continues to throw balls that come their way until the signal is given to stop. Count to see which team has the fewest balls on their side). Teacher or student designed games which require many opportunities for throwing far and hard should be used to encourage practice.	Does the learner demonstrate the ability to throw overhand for a distance of thirty-five feet three out of five trials? Observe to see if the learner demonstrates the following: ...ball behind ear, arm at 90 deg. ...weight shift to back. ..."opening up" foot, upper body. ...step forward opposite foot. ...follow through.
3.4 Can the learner use an overhand pattern to accurately toss a ball to a stationary receiver? Throw a catchable ball to your partner (ten, fifteen, then twenty feet distance) Watch the target or partner then step toward it with opposite foot as you follow through.	Let learners throw with a partner from distances of ten-twenty feet. Directions to "throw so your partner has to reach away from his/her body, sometimes up, forward, as well as sideways" encourage development of greater control. Discussions of what makes a throw "catchable" help learners to throw empathic throws. Learners or teacher may design a game where small groups move a ball by throwing and catching, but the receiver must be stationary for the throw to count. The movement of the ball may be climaxed by a final throw to a target. Players should be reminded to move into empty spaces as they travel.	Does the learner use an overhand pattern to accurately toss to a stationary receiver four out of five trials?

Grade/Level: Third

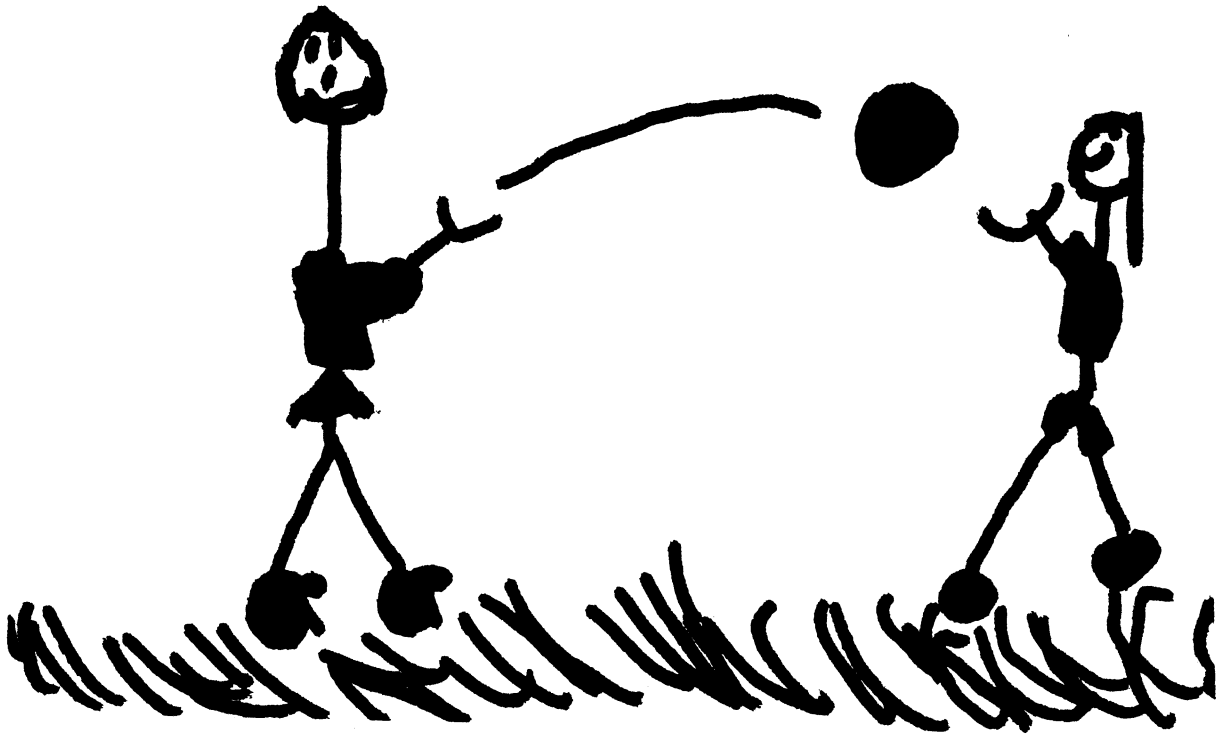
Concept/Activity: Educational Sport/Object Manipulation - Catching

Objectives: The learner will be able to:

G.3.5. Catch an accurately tossed ball with one hand.
G.3.6. Receive a ball accurately tossed from a distance of ten feet while moving in a small space
G.3.7. Use implement (scoop, hockey stick) to catch/collect a ball tossed/hit from various distances and directions.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
EQUIPMENT: Small, handsize, ball, medium size ball; and implements (scoop, hockey sticks) per learner, spot or markers on wall or rebound surface, indoor or outdoor space.		
3.5 **Can the learner catch with one hand?** Roll the ball to the wall and catch it with one hand as it rolls back. Catch a small ball with one hand as it is tossed to you	Learners need many opportunities to catch different sized balls, and they especially need practice catching small balls that can be caught in a "mature catching pattern" in one hand. Using markers to identify spots for the throwers to throw from, have them practice tossing a ball at a target on the wall and catching it after it bounces. Model tossing the ball so it rebounds to the side slightly and moving to receive it. Have learners work with a variety of ball sizes, colors, weights and textures on tossing and catching tasks. Continue to work on self tosses into the air and moving to catch. There should be some emphasis, and continued directed practice, on catching with only one hand. Games activities like "Move Back" (partners start close and toss the ball to each other. After each successful catch, the receiver takes one step backwards. If the catch is not successful, the receiver takes one step forward.) Provide practice at appropriate levels of difficulty. As the learners gain confidence and skill, have the tosser aim to the side of the receiver so that the receiver must stretch or move to catch the ball.	Does the learner catch an accurately tossed ball with one hand three out of five trials? Look for: ...Ready position ...Eyes on ball. ...Reach toward ball. ..."Give" as ball is caught.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.6 Can the learner catch while moving? Catch an accurately tossed ball while standing still. Toss the ball to the wall and catch it as it comes back. Toss the ball so it bounces back to either your left or right side and move to catch it. Toss the ball to the wall so it sometimes bounces back high and sometimes low and then catch it. Work with a partner to move to the side (left or right) to catch a tossed ball.	Working against a rebound surface gives all learner multiple practice opportunites. Review hand and body positions for catching balls tht are to either side, low to the ground or above the catcher's waist. Catchers can practice adjusting their hands and body positions in a mimetic fashion as directions are called out. See Tossing/Throwing, Third Grade, for related information.	Does the learner demonstrate ability to move to receive a ball and catch while moving in a small area?



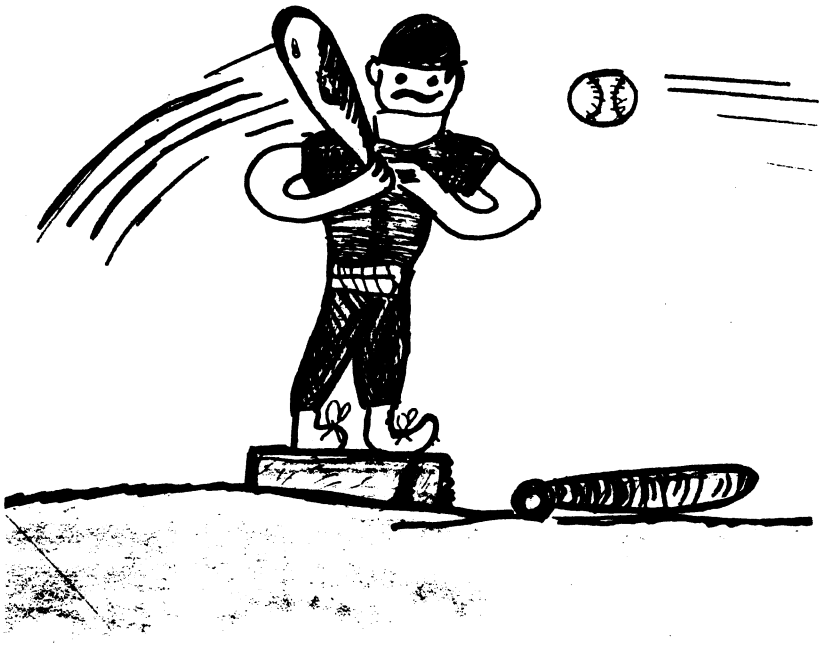
En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.7 Can the learner use a variety of implements to catch/collect a ball tossed from various distances and directions?	Review with learners the relationship between catching with the hands and collecting with an implement through modeling, examples, and practice. Remind the learners that the implement is like an extension of their arm or hand. Once initial skill has been gained, then many of the same game activities used in throwing and catching may be used as practice. Learners must also be taught to use these implements to "send the ball" as well as collect the balls. (See Striking with Implements and Tossing and Throwing).	Does the learner use the implement to collect/control the ball three out of five trials? Does the learner "give" with the implement to catch the ball?

"Give" as you catch with the implement.

Work with a partner to use the stick scoop to collect balls that are tossed low to you; high to you; and directly to you.

Work with a partner to use your stick/ scoop to collect balls that come straight to you; from the right; and from the left.

Work to collect balls that come in different trajectories and from different directions.



Grade/Level: Third

Concept/Activity: Educational Sport/Object Manipulation - Striking with Body Parts.

Objectives: The learner will be able to:

G.3.8. Continuously tap a ball above the head for three consecutive hits.
G.3.9. Use overhead hits to continuously strike a beach ball against a wall for three hits.
G.3.10. Strike a beach ball alternating hits with a partner in a bounce-strike-bounce pattern while deliberately moving the partner around a small play area.
G.3.11. Work cooperatively (continuous counting) in a two-on-two setting to keep a ball going in a court with a three feet high net in a bounce-strike-bounce pattern.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
3.8 **Can the learner strike a ball above the head for three consecutive hits?** Strike the ball into the air over the head only as high as you can control it. Mark one foot on a spot and work to strike the ball into the air continuously without having to move the foot. Work to control the ball and to move the body as needed in order to continuously strike the ball into the air. Practice the "Rope Challenge".	Be sure that the ball used is appropriate for this task and is not too heavy. Provide a model illustrating proper hand and body position for these tasks. Have the learners strike it again. Work for a "Rope Challenge" by tying a rope about six feet high and have the learners strike the ball into the air over the rope, then run under the rope and strike it back. Partners may work together to strike a ball continuously over the rope. Paint or draw a line about six feet hifh on a wall. Challenge the learners to continuously hit the ball above this line. Some may be challenged to move by striking the ball against the wall as they walk.	Does the learn hit the ball in the air above the head for three consecutive hits within five trials?